



RE Policy Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living, learning,
loving.

"I praise you because I am fearfully and wonderfully made"
Psalm 139:14

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Policy Owner: Local Academy Board

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Sign off signatory: Chair of Local Governing Body

Curriculum Statement

At Austrey and Newton Regis CE Primary Schools we take pride in providing a knowledge-rich curriculum that is inclusive and equitable, celebrates diversity and is relevant to our school; preparing children for the fullness of life in an ever-changing world.

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows: *Created to be like God, we are all individual, different, and precious.*

*As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives** and **learning**. We seek **justice** for all, embracing those who face challenges in their **lives** and **learning**. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need, and we act and speak up for those who don't. **Equity** underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity** and **wholeness** of Austrey and Newton Regis Church of England Primary Schools.*

Our learning Behaviours

Resilience

We keep going even when things are challenging. We can remain open, flexible, and willing to adapt to change, staying positive and optimistic. We invite feedback and deal positively with praise, setbacks and criticism.

Independence

We are self-motivated and show a thirst for learning. We take and manage risks, showing responsibility, initiative, creativity and enterprise. We can organise ourselves and work out goals and priorities. We play a full role in the life of the school. We can present a persuasive case for action, proposing practical ways forward.

Reflection

We evaluate the good things about our work, and the areas for improvement, acting on the outcomes. We make changes to improve our learning and communicate our learning in relevant ways to different audiences. We try to influence others, negotiating and balancing diverse views.

Resourcefulness

We think creatively by generating and exploring relevant ideas and making connections. We find links and see relationships, trying different ways to tackle a problem. We ask 'how', 'why' and 'what if?' questions. We take informed and well-reasoned decisions recognising that others have different beliefs and attitudes.

Teamwork

We work cooperatively and confidently with others and listen to and take account of their views. We take an active part in our own role, and reach agreed outcomes, adapting our behaviour to suit different situations. We show fairness and consideration towards others. We take responsible action to bring improvement for others as well as ourselves.

Intent

As a Church of England school, our Christian ethos is at the heart of every aspect of school life at Austrey and Newton Regis C.E. Primary. Our RE curriculum enables pupils to develop an awareness of the spiritual and moral dimensions of life experiences, to identify questions and issues these raise, and to respond to them in a variety of thoughtful ways.

Religious Education at our schools is a high-profile academic subject, distinct from collective worship. In line with the Church of England Statement of Entitlement (2026), our curriculum is designed to enable pupils to become religiously literate, able to engage critically and respectfully with a range of religious and non-religious worldviews.

Children learn to value and develop their knowledge and understanding of Christianity as a diverse, global living faith, alongside a range of other religious and non-religious worldviews. They are encouraged to grapple with questions of meaning and purpose, reflect on their own experiences, beliefs and values, and develop and articulate their own emerging personal worldviews in a safe and respectful environment.

Through open and honest enquiry, pupils develop confident viewpoints, whilst learning to respect the beliefs of others in a religiously diverse society. They gain an understanding of commitment within religious traditions and appreciate the diversity, continuity and change within and between worldviews.

There are close links with local churches, and the overall Christian education provided for our pupils, together with these links, contributes to their **spiritual, moral, social and cultural development**. As a school, we have an agreed understanding of spirituality, developed in partnership with stakeholders, which underpins our approach to RE and the wider life of the school.

'Spirituality is the opening of hearts and minds, through reflection, and questioning of the world; which lifts the soul and makes the heart sing. For some, it will be experienced through faith and worship'

Implementation

RE is taught in an objective, critical and pluralistic manner. Classrooms provide a safe and supportive environment where pupils can explore, express and reflect on their own and others' beliefs and worldviews with respect.

Religious Education is taught in accordance with the law as set out in the Education Reform Act 1988 and follows the 'Understanding Christianity' framework alongside the Coventry and Warwickshire Agreed Syllabus for RE (2024). RE is a high-profile subject, led by a subject leader with appropriate training and expertise, and supported by senior leaders and governors to ensure high standards of teaching and learning through effective monitoring and evaluation. There is a designated member of staff to lead RE and develop the subject across the school. Opportunities are provided regularly for professional development and training to ensure staff have secure subject knowledge.

RE is compulsory for all registered pupils in full-time education, although parents or guardians have the legal right to withdraw their child. Parents wishing to do so are asked to inform the Headteacher in writing; no reason is required. In such cases, the school will ensure appropriate supervision.

A long-term plan for RE is in place across the schools, based on a two-year rolling programme to accommodate mixed-age classes.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F1 Why is the word God so important to Christians?	F2 Why do Christians perform nativity plays at Christmas?	F1 How can people show they belong together?	F3 Why do Christians put a cross in an Easter garden?	F2 Who are the people in sacred stories and why might the still be important today?	F3 How do people know how to treat each other?
Y1/2 A	1.1 What do Christians believe God is like?	1.3 Why does Christmas matter to Christians?	Judaism layover unit	1.4 What is the Good News Jesus brings?	K1.3: How do people with similar religion and worldviews share and celebrate their beliefs?	
Y 1/2 B	K1.2: Where do people turn for guidance in life?		1.2 Who made the world?	1.5 Why does Easter matter to Christians?	K1.5: What is most important to different people?	
Y 3/4 A	2a.1 What do Christians learn from the creation story?	2a.3 What is the trinity?	Sikhi layover unit	2a.5 Why do Christians call the day Jesus dies Good Friday?	L2.3: What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? (Local links Fenny Drayton)	
Y3/4 B	L2.5: What or who is 'God' and how is the divine understood in theistic worldviews?		2a.4 What kind of world did Jesus want?	2a.6 When Jesus left what was the impact of Pentecost?	L2.6: Do you have to be part of a faith community to express an organised worldview?	
Y 5/6 A	2b.5 What would Jesus do?	2b.4 Was Jesus the Messiah?	Islam Layover unit	2b.6 What did Jesus do to save human beings?	U2.3: Do religions change or stay the same?	
Y5/6 B	U2.7: What do organised worldviews have to tell us about what truth is and where it might be found?		2b.2 Creation and science: Conflicting or complementary?	2b.7 What difference does the resurrection make to Christians?	U2.5: How do beliefs and ideas about land shape the way human beings live?	

Planning and teaching:

- ensure that the key processes of learning about religion (AT1) and learning from religion (AT2) are addressed and meaningfully linked
- identify appropriate key concepts for pupils to explore
- support accurate assessment of pupils' attainment for recording and reporting

RE is taught for a minimum of 1 hour per week by the class teacher, supplemented by additional curriculum enrichment days and focused learning opportunities across the year. This ensures that RE receives sufficient curriculum time overall, aiming towards 10% of curriculum time and never less than 5%, in line with the Church of England Statement of Entitlement (2026).

The structure of the curriculum is shaped in part by the Christian liturgical year, including Advent, Christmas, Lent, Easter, Pentecost and Ascension, alongside the study of key festivals as they occur.

As Church of England schools, Christianity is the principal focus of RE, comprising at least 50% of curriculum time, and is explored as a diverse, global living faith. Alongside this, pupils study a range of religious and non-religious worldviews, ensuring a balanced and broad curriculum. Pupils encounter a range of worldviews including Judaism, Islam, Sanatan Dharma, Sikhi and Buddhism, alongside non-religious perspectives. Through this, they develop understanding of the diversity, continuity and change within and between worldviews, preparing them for life in a multi-religious and multi-secular society.

Special Educational Needs and R.E.

All pupils should be given opportunities to participate and have their achievement and experience in R.E. recognised and celebrated. Reasonable adjustments are made through differentiation or

scaffolding as appropriate in the planning and teaching of R.E. so that it meets the needs of all pupils.

Equal Opportunities and R.E.

The diversity of religious beliefs, including none, in society and amongst pupils should be recognised. Similarities between individuals and traditions are emphasised, but without compromising the integrity and distinctiveness of each. Links with the Multi-faith forum enables children to engage with a variety of religions on an annual basis. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Each class will have the opportunity to visit a place of worship in each cycle.

Resources

There are resources and visual aids housed in boxes (in the shelving unit in the hall) as well as a number of books and some artefacts in the library. Each classroom has a prayer area which will include class prayers as well as focus objects - these and any other items relating to the delivery of RE which are in individual classrooms are shared among teachers as required.

Impact

At the end of each unit, teachers assess against the identified assessment criteria. Pupils are assessed on both their substantive knowledge and their disciplinary skills in RE. Each topic is supported by a knowledge organiser to aid understanding and retention.

To support the development of long-term memory, we use an 'interrupting the forgetting' approach. This includes revisiting prior learning within and across year groups, drawing on previous knowledge organisers, revisiting key content through targeted activities, and applying skills developed across the wider curriculum. As a result, pupils demonstrate developing religious literacy, using subject-specific vocabulary and disciplinary skills to interpret, analyse and evaluate a range of religious and non-religious worldviews.

As a result of RE teaching, we aim to enable pupils to:

- talk with passion about their RE learning, showing that they enjoy and are inspired by their RE lessons
- demonstrate an understanding of the school's Christian values, knowing what these look like in practice and applying them to everyday choices
- know about and understand Christianity as a living, global faith that influences (and has influenced) the lives of people worldwide
- feel confident to talk openly about their worldviews, beliefs and values, developing their own ideas in a respectful environment
- talk with understanding about God's Salvation Plan and develop a sense of chronology when engaging with the Bible
- develop respect and understanding for a range of religious and non-religious worldviews, celebrating the diversity of the modern world
- use religious vocabulary accurately, enabling them to express their own ideas and engage thoughtfully with others' beliefs

- develop the disciplinary skills of RE, including enquiry, analysis, interpretation, evaluation and reflection
- understand the concept of advocacy, recognising how they can challenge injustice and contribute positively to the world around them
- reflect on their own learning, identifying successes and areas for further enquiry
- mature spiritually, academically, emotionally and morally, becoming well-rounded individuals who can make a positive contribution to their community

This policy reflects the statutory requirements of the Education Act 1988, the Coventry and Warwickshire Agreed Syllabus (2024), Understanding Christianity, and the Church of England Statement of Entitlement for Religious Education (2026). It will be reviewed regularly to ensure continued alignment with SIAMS expectations and ongoing developments in RE provision.